

Area of Need: Academic/Intellectual Functioning: Math

Current Level of Performance: Failed Math 8 twice. Beginning grade 6 Math level; needs to improve knowledge of number concepts, measurement, geometry, and estimation. Given grade 8 math material, Nikki only stays focused for 10 minutes at a time; she then doodles or wanders around the room. See assessment data for more information.

Goal 1: By the end of January, Nikki will develop the math skills necessary for successfully completing the math 9 – 10 learning outcomes. Nikki wants a mastery level of 60% on all unit tests and assignments. **Goal 2:** By the end of January, Nikki will complete assignments independently at her desk in the Alt Ed classroom for twenty minutes with two verbal cues

Objective	Strategies/Resources*	Who and Where	Assessment	Evaluation	
				Rating	Effort
<p>1.1. By mid-October, Nikki will demonstrate an understanding of place value and estimation by answering 6/10 questions correctly</p> <p>1.2 By mid-November, Nikki will demonstrate an understanding of adding and subtracting fractions by answering 6/10 questions correctly</p> <p>1.3 By mid-December, Nikki will demonstrate multiplying and dividing fractions by answering 6/10 questions correctly</p> <p>1.4. By mid-January, Nikki will be able to determine the perimeter, area and volume of a shape by answering 6/10 questions correctly</p> <p>2. By the middle of December, Nikki will work on math assignments by herself at her desk for twenty minutes on 5 consecutive days.</p>	<ul style="list-style-type: none"> • visual sequence “step” cards • manipulatives (Box Car) and hands-on strategies from T Manual of CAT-3) • computer – Successmaker • worksheets from Spectrum/ Breakthrough/Enright/ JumpMath • newspaper ads, flyers, maps: functional, real-life math • peer tutor • timer • start with frequent monitoring • assignments which are “doable” in 20 minutes • seated at front of class • “choice” at end of 20 min • chunk work; circle questions • fun activities in areas of math strengths • show and practice problem – solving steps 	<ul style="list-style-type: none"> • L; Alt class • N/H; study room in library • N/H Alt class • study room in library w Alysha (“save face”) • N/H Alt class; small group N/H; Alt Class N/H; Alt Class N/H; Alt Class N/H; Alt Class N/H; Alt Class N/H; Alt Class N/H; Alt Class N/H; Connections 	<ul style="list-style-type: none"> • unit tests/assignments Work samples Successmaker tracking Unit reviews Random work pages adapted from Grade 4 to 6 level materials. • behaviour observation/ tracking 		

Note: For Nikki’s list of strategies to be implemented school-wide and across domains, see “School-wide Strategies for Nikki”. The strategies listed here are specific to this goal area (math).

Review rating scale:

Overall effort

1=competent

G=good

2=gaining competence

S=satisfactory

3=having difficulty

4=not yet addressed

N=needs improvement

NOTES:

Area of Need: Social/Emotional Functioning

Current Level of Performance: Nikki often feels anxious when she has to enter a new environment that has several people and/or is overly stimulating due to sensory factors. As well, she has started to write about suicide and has self-mutilated on two occasions.

Goal 1: By the end of January, Nikki will identify a minimum of 3 anxiety triggers and develop a minimum of 3 strategies to use independently on a daily basis at school and at home as measured by daily student/teacher/parent observation records.

Objective	Strategies/Resources*	Who and Where	Assessment	Evaluation	
				Rating	Effort
<p>1. By the end of October, Nikki will identify three triggers of anxiety and depression.</p> <p>2. By the end of November, Nikki will list and practice, three days out of five, three strategies to help increase comfort and decrease anxiety.</p> <p>3. By the end of January, Nikki will independently practice three strategies to increase comfort and decrease anxiety four days out of five.</p> <p>4. By the end of January, Nikki will identify, practice and display or share three areas of personal competence (eg art project, being on time to all classes) on a daily basis.</p>	<ul style="list-style-type: none"> • observation and feedback • develop cue system • visual reminders of strategies • 1:1 debriefing • staggered time to mainstream classes • structure and routine and visual cues for change • assign physical tasks • no math homework – only “other courses” – with review time in Alt Ed • structure noon hours • Goldstein - role plays/practice • give choices about participation • class meetings • choice activities • display class work • help with daily class routines • yoga • teach and practice relaxation • preload for transition times 	<p><i>L&K; alt class CTs; reg classes Mrs. P</i></p> <p><i>L&K; alt class, hallways</i></p> <p><i>L; all settings</i></p>	<ul style="list-style-type: none"> • tracking • observation • daily and weekly goal sheets • rating scale • increased attendance 		

Note: For Nikki’s list of strategies to be implemented school-wide and across domains, see “School-wide Strategies for Nikki”. The strategies listed here are specific to this goal area (social/emotional functioning).

Review rating scale: 1=competent 2=gaining competence 3=having difficulty 4=not yet addressed
 Overall effort G=good S=satisfactory N=needs improvement

Notes:
 All school staff to help Nikki monitor the effects of her meds and report to Tammy and doctor
 Tammy to check-out Children of AA group...
 Mrs. P to contact Mental Health agency re appropriate groups/waitlist.
 See safety plan.

Area of Need: Communication

Current Level of Performance: Nikki does not initiate conversation and only responds to verbal communication when the speaker confirms attention and eye contact. She says her mind goes blank and she can't initiate conversations or express herself verbally, especially in a peer group setting.

Goal 1: By the end of January, Nikki will express herself verbally with a minimum of one sentence to adults and peers twice per class four days of five as measured by teacher observation records.

Objective	Strategies/Resources	Who and Where	Assessment	Evaluation	
				Rating	Effort
1. By the middle of November, Nikki will initiate and respond in sentence format with a teacher and peer once per afternoon. 2. By the middle of December, Nikki will identify at least 2 strategies for recognizing when she can involve herself in conversations. 3. By the middle of December, Nikki will participate verbally with the class once per class. 4. By the middle of January, Nikki will verbally participate once per class meeting (occurs weekly). 5. By the end of January, Nikki will independently express herself verbally to adults and peers twice per class.	<ul style="list-style-type: none"> • teach, practice, model • provide appropriate language/phrases • teach communication in context of social situation • redirect confabulation • class meetings • Goldstein • social stories • give examples of initiating (write on card) • concrete language • provide opportunities and cues • allow extra time for processing • direct teaching – scripts • use prompts to link to prior learning • use games and activities • setup behaviour/activity to encourage communication • break down steps • start in calm environment wo sensory then increase sensory stimulation 	<i>Needs to be filled in</i>	Observation Daily/weekly goal sheets		

Note: For Nikki's list of strategies to be implemented school-wide and across domains, see "School-wide Strategies for Nikki". The strategies listed here are specific to this goal area (communication).

Review rating scale: 1=competent 2=gaining competence 3=having difficulty 4=not yet addressed
 Overall effort G=good S=satisfactory N=needs improvement

Notes:
 Referral to SLP

Area of Need: Transition

Current Level of Performance: Nikki has difficulty with change and entering new environments particularly when there is sensory overload or if she is going to be late and/or if she does not have her materials for the situation.

Goal 1: By the middle of February, Nikki will attend her two new classes at PVSS by herself 8/10 times a week as recorded in BCeSIS.

Objective	Strategies/Resources	Who and Where	Assessment	Evaluation	
				Rating	Effort
1. By the middle of February, Nikki will attend her two new classes by herself 8/10 times a week.	<ul style="list-style-type: none"> visit the classes first semester meet the new teachers H to share info increase time in hallways during class breaks track attendance and lates find other students who Nikki knows who are in the same classes – set up buddy system sharing/debrief time check-in in am; prep for morning classes – use backpack program PE in Block A... early dismissal to get to Block B organize locker; tabs in notebook 	<ul style="list-style-type: none"> N/L – new classes* N/L* N/P* classroom teachers* N/P* with Tammy at home in Alt Ed class with P and H and L <p>location: PVHS</p>	<ul style="list-style-type: none"> anxiety rating scale oral story of visit rating of relationship level tracking sheet BCeSIS tracking anxiety rating scale 		

Note: For Nikki's list of strategies to be implemented school-wide and across domains, see "School-wide Strategies for Nikki". The strategies listed here are specific to this goal area (transition).

Review rating scale:
Overall effort

1=competent
G=good

2=gaining competence
S=satisfactory

3=having difficulty
N=needs improvement

4=not yet addressed

Notes: